Warriappendi School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education and Child Development

Warriappendi School Number: 1364

Partnership: Le Fevre Peninsula

Name of School Principal: Chris Brandwood

Name of Governing Council Chair: Josephine Judge-Rigney

Date of Endorsement:

School Context and Highlights

Warriappendi is a small secondary school which has an Aboriginal cultural focus. Many students who enrol at the school have experienced difficulties with achieving success in mainstream schooling. Warriappendi strives to re-engage young people in the processes of education, and provides an   environment for which students feel a strong sense of belonging and achievement.

The school provides students with an opportunity to build on existing knowledge through high level individual planning and support. There are about twelve staff members, some of whom are Aboriginal, and two school based youth workers (Tirkandi). With small class sizes, and a focus on quality teaching and learning, students gain support on many levels. eg. Literacy, Social skills, wellbeing and vocational options/planning.

Our students come from a range of areas across South Australia, but most come from the western suburbs of Adelaide.

The school provides a morning and afternoon bus run for students who live between Port Adelaide and the school. Those who live   outside this area are provided with bus tickets. We maintain strong links with DECD and outside agencies so that we can provide relevant and meaningful supports to maximise our   students' learning and life options.

With completion of SACE, employment and/or further training being key foci for the school, we support students to develop their interests and passions. Often over several years we work with students and their families to enable these goals and plans to become reality. Where possible, the school also stays 'connected' with students after they finish SACE, offering support and advice until they feel confident with their post school option.

Governing Council Report

In 2016 the Governing Council (GC) at Warriappendi School consisted of the Principal, ACETO, two parents and two community representatives. The GC met once per term and discussed a range of agenda items including:

-The consistent use and review of the School to Community Partnership
-The planning & development of the Trade Skills Centre
- School financial situation
- Staffing, particularly with regard to the internal Coordinator roles, Aboriginal mentors and HPIs
- Facilities updates including the relocation of the Tech. room
- Attendance rates and strategies for improvement
- Cultural competence and Aboriginal perspectives within the school culture
- SACE/VET/Australian Curriculum/NAPLAN outcomes
- Literacy and Numeracy interventions
- Pupil Free Days and parent opinion surveys

The main focus of the GC in terms of actions was the consultation process to develop the Trade Skills centre. The complex logistics relating to developing RTOs, external partnerships, links to Tauondi College and the potential of offering days to FLO providers was also discussed and documented. The development of plans with regard to staffing by internal and Tauondi personel, furniture and small appliances/utensils was developed and the centre was officially opened on 5th August. The GC was involved in organising a Family and Community TSC Opening Ceremony which was well attended and fully catered by Warriappendi Hospitality VET students.

Josephine Judge-Rigney

Improvement Planning and Outcomes

Key Dir 1 : Teaching and Learning

A consolidated and consistent approach to 21st C Teaching and Learning practices exists across LAs.
1) Continue to provide T&D in Marzano and Crockett for all staff. Identify 21st C skills needed by cohort.
2) Be more accountable/transparent re planning, documentation and reporting.
3) Performance Review processes support quality teaching and learning
4) Maths Focus – connect with Partnership and engage in pedagogy related T&D
5) Attendance – explore new strategies and data gathering to be shared with students
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7) Testing/data – review, evaluate effectiveness and improve use across staff
8)Incorporate Aboriginal Perspectives across LAs

Key Dir 2 : Student Pathways
School curriculum and ILPs support the development of vocational/work skills. (Eg from years 8 - 12)
1) Incorporate vocational goals/plans into students ILPs
2) Curriculum offerings include appropriate and rigourous vocational content in Middle School.
3) Review graduation processes into Senior School. Celebration?
4) Review Student Voice processes/Senior Student responsibilities/school culture
5) Review SACE/VET Counselling processes
6) Offer vocational/training support for students and families via Tirkandi and ASETO
7) How do we 'stay connected'? Is it affective? Who? What? How long?
8) Explore realities of self driven budgeting for food/transport/housing etc for seniors

School Performance Comment

Measuring the Warriappendi school performance through use of standardised data sets is often inaccurate and misleading. This was also supported and stated in the Partnership Review data, as many sets such as NaPLAN, PAT R&M were not deemed relevant. These sets are utilised for individual students in terms of planning for wave 1,2 & 3 interventions. As the site has 100% Aboriginal students, it utilises an effective ILP process which map and tracks student progress through identifying educational, social/emotional and behavioural needs, SACE and VET data, success and engagement strategies and communication with families. As such the site operates on a case management basis, as with low student numbers, the staff maintain intimate knowledge of the varying needs of the cohort. Senior students have tailored SACE/VET programmes as their Literacy and Numeracy are often in a primary school range of capabilities, and the intense support provided has seen on-going impressive SACE achievement for all students who attend regularly. Attendance has continued to be the pivotal hindrance to student achievement and site performance, despite the comprehensive attendance strategies and communication with families. Staff have regularly expressed frustration with the transient nature of the students and having limited sequence or continuity to their teaching and learning programmes.

Attendance

Year level	2014	2015	2016
Year 08	74.4%	58.8%	71.1%
Year 09	65.5%	70.0%	54.5%
Year 10	78.8%	74.4%	57.3%
Year 11	57.7%	62.6%	65.1%
Year 12	73.4%	65.9%	62.4%
Secondary Other	66.7%	66.6%	90.0%
Total	68.6%	67.6%	60.6%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Attendance continues to be a significant challenge. Our two Tirkandi youth workers (with a client base of 10 students each) support families with significant issues that impact on student attendance. We also utilise the services of Reconnect (specifically for homeless or at risk of becoming homeless Aboriginal youth) to support several of our most at risk students. Reconnect provides both male and female case managers. Because of our small enrollment, chronic non attending students tend to dramatically impact on the percentages. Additionally, because year level cohorts change from year to year, comparing year 8 from 2015 to 2016 for instance, does not always show a correlation. Similarly, we have a relatively small amount of year 12 completers (up to 6) each year. Personal issues that arise in the student cohort mean that year 12 (stage 2 SACE) may not always be completed in the one year; sometimes students reengage the following year.
Staff actively attempt to contact caregivers on a daily basis; often unsuccessfully. We operate on a case management model whereby responsibility rests with homegroup teachers to not only call caregivers, but follow up with letters; organise home visits and actively identify and attempt to address barriers to attendance, documented in the students' Individual Learning Plans. Despite all of these strategies we still cannot reengage a proportion of the cohort. It is worth noting that a significant proportion have come to us with a history of chronic attendance issues at other schools. We also enrol students who come from various parts of the state and do not stay long term. On a positive note, we have indeed been successful in reengaging many of our students in formal education.

Behaviour Management Comment

Behaviour at Warriappendi School is predicated on our three school values- respect, responsibility and resilience. Although staff are highly skilled in managing volatile situations, there are times when we need to apply DECD School Discipline policies in regard to inappropriate behaviours. We approach suspensions as ways of supporting positive behavioural change rather than as punitive measures. We also use Restorative Practice as a framework to allow students to resolve issues- to 'put things right'. Staff are trained yearly in the application of the principles, and students are actively encouraged to practice conflict resolution prior to staff involvement in issues. Exclusion is rarely used, and only in extreme circumstances. Of interest is the drop in suspensions from 9 in 2013 to 5 in 2016.

Client Opinion Summary

There was a high correlation between the student responses in the results for 2016 and to those gathered in 2015. Most students were positive about their teaching and learning programs. "My teachers expect me to do my best – My school looks for ways to improve – My school gives me opportunities to do interesting things - My teachers motivate me to learn" received strong support in all sub schools. A significant number of students, at all levels, had concerns about behaviour management practices. The challenge for 2017 will be to reflect on the impact of the behaviour of a small number of students on the whole cohort. Parents were asked to respond to the 14 statements and to rank them as 5 for strongly agree down to 1 for strongly disagree. While only a small sample of our parents responded (10) the perception showed consistent satisfaction as per 2015. The positive perceptions on all statements including "My child likes being at this school" which has often not been the case for our students. Unfortunately, the parent surveys are not consistently completed and the school ASETO often visits families to ensure that the site gains a group of responses.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	5	15.2%
Other	3	9.1%
Seeking Employment	0	NA
Tertiary/TAFE/Training	5	15.2%
Transfer to Non-Govt School	1	3.0%
Transfer to SA Govt School	9	27.3%
Unknown	10	30.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All requirements relating to DECD History Screening are adhered to with a data base being maintained by the site Finance Officer - all visitors are required to sign in and provide proof of identity before entering

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	16
Post Graduate Qualifications	6

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	7.2	2.4	3.1
Persons	0	8	4	4

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	$9000
Grants: Commonwealth	
Parent Contributions	$14146.28
Fund Raising	
Other	$7140

Data Source: Data Source: Education Department School Administration System (EDSAS).

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)		Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement		Maintained low class sizes	Tailored and individualised programmes/differeniation
	Improved Outcomes for Students with an Additional Language or Dialect		EALD funding was utilised to employ Aboriginal mentors/tutors	Improved literacy/Numeracy
	Improved Outcomes for Students with Disabilities		Funding used for additional staffing	Extra staff in classes and withdrawal support
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy		Case management of Aboriginal students through ILPs and targeted Wave 1, 2 & 3 interventions in Numeracy and Literacy.	On-going case management of progress for Aboriginal students with regard to Lit/Num
	First Language Maintenance & Development			
	Students taking Alternative Pathways			
	Students with Learning Difficulties Grant			
Program Funding for all Students	Australian Curriculum			
	Aboriginal Languages Programs Initiatives			
	Better Schools Funding		Utilised for film equipment to support student projects, editing and capturing learning evidence	On-going engagement strategy - building oral literacy
Other Discretionary Funding	Specialist School Reporting (as required)			
	Improved Outcomes for Gifted Students			
	Primary School Counsellor (if applicable)			